DOCUMENT RESUME

ED 130 297 CS 203 010

TITLE	Options in Education, Transcript for December 22, 1975: College and Alumni Relations, Educational Fund Raising, Community Involvement in School Administration, Public Doublespeak, and Education to Be a Bartender.
INSTITUTION	George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
SPONS AGENCY	Corporation for Public Broadcasting, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	75
NOTE	19p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Alumni; Colleges; *Education; Higher Education; *Interviews; *News Reporting; Parent Participation; *Radio; School Safety; Scripts; Student Teacher Ratio; Teacher Dismissal; Traffic Safety
IDENTIFIERS	Options in Education; Public Doublespeak

ABSTRACT

"Options in Education" is a radio program which focuses on issues and developments in education. This transcript of the show contains discussions of college and alumni relations, educational fund raising, parental influence on such school-related matters as cuts in teaching staff and proximity of freeways, doublespeak in the classroom, and learning how to be a bartender. Participants in the program include John Merrow and Wendy Blair, moderators; George Colton, vice president of development and alumni relations at Dartmouth College; Kerry McClanahan, of the Council for Advancement and Support of Education; members of the Freeway Action for Children's Environment and Safety group; Ernie Page, of the Public Doublespeak Committee of the National Council of Teachers of English; reporter Connie Goldman; and bartender Tito Crespo. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED130297

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

INSTITUTE FOR EDUCATIONAL LEADERSHIP
THE GEORGE WASHINGTON UNIVERSITY

npr National Public Radio

Options in Education 2025 M Stree

TRANSCRIPT FOR PROGRAM SCHEDULED FOR BROADCAST

THE WEEK OF DECEMBER 22

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

J. Merrow

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

OPTIONS IN EDUCATION is an electronic weekly magazine devoted to coverage of news, features, policy and people in the field of education. The program is available for broadcast to the 181 member stations of National Public Radio.

CONTENTS:

	PG.
1) George Colton, VP, Development & Alumni Relations, Dartmouth College	1-2
2) Kerry McClanahan, VP, Educational Fund-raising, CASE	2-7
3) FACES group, Granada Hills, Calif.	8-10
4) Martin Luther King Middle School, Dorchester, Mass.	10-12
5) "Public Doublespeak", Ernie Page	12-14
6) "Learning To ... be a bartender," Connie Goldman interviews Tito Crespo	15-16

Executive prcducer is John Merrow, producer is Midge Hart, co-host is Wendy Blair, reporter is David Ensor. *Permission is hereby granted for the non-profit reproduction of any and all of the copyrighted material contained in this transcript providing credit is given to "National Public Radio's OPTIONS IN EDUCATION."

OPTIONS IN EDUCATION is a co-production of National Public Radio and the Institute for Educational Leadership of the George Washington University. Principal support is provided by a grant from the National Institute of Education. Additional funds are provided by the Carnegie Corporation, the Ford Foundation, the US Office of Education, the Robert Sterling Clark Foundation and the Corporation for Public Broadcasting.

(Check your local listings or the NPR member station in your area for time and date of broadcast)

"Copyright © 1975 by National Public Radio and the Institute for Educational Leadership."

CS 203 010

BLAIR: I'm Wendy Blair with NPR's Options in Education. Options in Education is a news magazine about all the issues and developments in education, from the abc's of primary education to the alphabet soup of government programs. If you have ever been to school, we have something that will interest you.

MERROW: This is John Merrow. On this edition of Options in Education we are going to try to find out just what motivates people to give to their alma mater.

BLAIR: We are also going to discover what parent power can do about freeways and cuts in the teaching staff.

FORAN: We are determined that we were not going to be mistake number 68; but rather solution number one.

MERROW: An English teacher objects to double-speak in the school.

PAGE: Corrective feedback, telling a student he is dumb, or smart.

BLAIR: And reporter Connie Goldman learns to be a bartender.

CRESPO: So, study at home and you practice a lot here and you become one of the best in the world.

BLAIR: College reunions may be a thing of the past in more ways than one, according to Kerry McClanahan, whose job it is to help colleges persuade their alumni to give money.

MCCLANAHAN: They send out plaques. They send out paperweights. They send out football tickets. They send out pens and pencils, all sorts of things to encourage individuals to give. Sometimes they work; sometimes they don't.

BLAIR: In a few minutes Kerry McClanahan will be telling John some of the tricks of the trade and speculating about what makes people give to colleges and universities. Those voluntary gifts are absolutely essential. In 1974, gifts from alumni, friends, businesses and foundations totaled two and one quarter billion dollars.

Now let's look at one of the more effective alumni fund drives. Dartmouth College, in Hanover, New Hampshire, spends $41,000,000 a year in operating expenses and student aid. Gifts to Dartmouth last year totaled nearly $16,000,000, of which the alumni contributed $4,000,000. Dartmouth keeps 50 people working full-time on fund raising and an army of between four and five thousand alumni who volunteer some of their time and energy to help keep Dartmouth green. John Merrow, who went to Dartmouth and says he gives every year, talks with George Colton, the college's Vice-President in charge of development and alumni relations.

MERROW: How about the planning? It sounds as if you are kind of like the General, sitting here with small but hard-working Army, mapping out strategy. Is that an accurate analogy?

COLTON: I guess it will do. Obviously these things don't happen by chance. We have been at it for a long, long time. Yes, we are constantly trying to plan how we take the most advantage of our opportunities and how we do it in a way that has dignity and integrity. We have been in this business for a long, long time. So we have no interest in some of the sharp practices that may be used in some kind of fund raising. We like to

try to do things with as much dignity, but affectiveness, as we can manage.

MERROW: You have something called the "Green Derby". Where do ideas like that come from?

COLTON: Well, the Green Derby is simply a, you know, a statistical ranking kind of thing that puts groups of comparable classes together and compares them by the percent of objective that they have achieved at any given point in the campaign and their percent of participation. You are right, there has been a lot of friendly competition among classes. It is one of those motivating forces that helps to energize people into doing something that maybe they won't do as well or as thoroughly otherwise. The Class of '25 has had a lot of fun saying that one reason they did so well was they wanted to make it very difficult for the Class of '26 to get away with doing any less. And the Class of'26 promptly picked up the challenge and said that they are going to do $750,000.

MERROW: Which must please you to no end.

COLTON: Indeed it does. And it pleases the President and the trustees and everybody who has got to worry about how do you pay all the bills in these times of financial crunch.

BLAIR: George Colton, who oversees Dartmouth College's successful alumni fund campaign. Most colleges and universities are nowhere near as successful as Dartmouth and many colleges have no fund raising activities at all. In fact, 20 per cent of the country's colleges and universities raise 75 percent of the two and a quarter billion dollars given last year. That leaves a lot of poor cousins with nearly empty pockets. And if you are wondering who's giving what, 80 per cent of the total comes from only 20 per cent of the donors. Earlier you heard a list of some of the gifts that colleges give you to make you give money in return. Kerry McClanahan is in charge of educational fund raising for the Counsel for Advancement and Support of Education. That's CASE. Now he delves into psychology of giving in a conversation with John Merrow.

MERROW: What makes people give?

MCCLANAHAN: That is a good question. I wish we knew.

MERROW: But you are a specialist. You have to answer that.

MCCLANAHAN: I am afraid we don't. I think that is the most debated topic. There are any number of reasons that an individual gives.

MERROW: What are some of them?

MCLANAHAN: Loyalty to the institution, a sense of guilt, a sense of the need for contributing higher education in the United States, and some people, I think, give for status reasons. A lot of institutions promote the idea of giving clubs; $100, $500, $1,000.

MERROW: Dartmouth has something called the Green Derby, which is sort of a little competition.

MCCLANAHAN: Right.

MERROW: What are they doing there? Are they appealing to my guilt?

MCCLANAHAN: I have done a little bit of research as to why professional people contribute money. I have found that an up and coming young businessman, who perhaps has a Master's degree in Business, is looking at what the Corporate president is doing and what the vice-presidents are doing. What he sees is that these individuals give large sums of money to educational institutions. Because that individual wants to become part of that upper echelon of management, he begins to contribute larger sums than he might otherwise contribute.

MERROW: So there it is, a kind of climbing up. That's one, it is a status symbol really.

MCCLANAHAN: That is right, exactly.

MERROW: How does a fund raiser at a college appeal to the loyalty of its alums? What are some of the tricks of the trade for that?

MCCLANAHAN: Well, reunion classes are one big activity where the class is organized on a five, maybe 10, or 20 or 50 year basis to make a large gift to their twenty-fifth reunion.

MERROW: Even if you don't come to the bash?

MCCLANAHAN: Right, even if you don't come to the bash. Of course Yale has used this program with fantastic success as has Harvard. In fact, their reunion classes each year try to outdo each other and try to raise more money than the class before them raised.

MERROW: That is the old competition thing, too.

MCCLANAHAN: That is right.

MERROW: What happens at reunions to make people give?

MCCLANAHAN: Well, I don't think there is much anymore happening at reunions that make people give. I think reunions are becoming a thing of the past in terms of alumni support. I am finding that reunions don't seem to be working as well as they used to work in terms of generating support and interest of alumni.

MERROW: My simplistic mind is forming this notion of what you do is you get the alums to come up to good old Siwash or whatever and get them a little bit loaded and talk to them about the school and get the coach out there and get a few cheers flowing and sooner or later people start writing checks. Is that how it works?

MCCLANAHAN: Well, that is how it works at some institutions. I don't think, myself, that leads to continued giving.

MERROW: It might work once?

MCCLANAHAN: It might work once. It might work twice. But I don't think that it involves the individual into the institution and make that individual want to contribute.

MERROW: Now, is there some idea of a thread, that you want people to give year after year? That would seem logical.

MCCLANAHAN: Yes. Getting back to an earlier statement, I mentioned that 20 per cent of the individuals give 80 percent of the money. So that 80 per cent of the donors give only 20 percent of the money. Yet, in annual giving we seem to do everything we possibly can to get as much participation as we can from those 80 percent. The reason that we do this is we hope that as the time goes on we can develop a sense of commitment from those individuals to the institution and when they make out their will or if they come into a large amount of money, that they will think of the institution and make a larger capital gift.

MERROW: Ah, so there really is a "keep the old school tie" kind of thing.

MCCLANAHAN: That is right. We try to keep the institution's goals, needs, and objectives in front of the alumni as much as we possibly can. That is one aspect of loyalty. Now there is another aspect of loyalty that a lot of institutions use and quite effectively. That is the old routine that if you want to get preferred seats at the football game going to have to become a contributor. And the more you give the more

preference you receive. These things work very well for some institutions.

MERROW: Like where would this be, at a big 10 school?

MCCLANAHAN: Big 10, Ohio State, and some smaller schools. Georgia Institute of Technology uses this approach very effectively.

MERROW: So that is loyalty with a little bit of a club there saying --

MCCLANAHAN: That is right.

MERROW: That would be status, too, in a way. If you are sitting on the 50-yard line,or on the bench for all I know, obviously that indicates that you have given your $1,000 or something like that.

MCCALAHAN: That is right.

MERROW: Does that money go into the alumni fund? I mean there are all kinds of stories of scandals of people who give that $1,000 a year, and it, in fact,goes into the athletic fund and may pay for some halfback's scholorship.

MCCLANAHAN: Well, by and large,annual giving programs are what we term unrestricted money. Nevertheless, they are not designated to be spent for a particular purpose. And when it comes around to budget time, the President of the institution can put that money where he feels it is most appropriate to put it. That can be into athletic scholarships if that is an important project, or into a new building or into hiring faculty. So, we like to think if it as unrestricted.

MERROW: Kerry, you have talked about competition as a stimulus for giving and you have talked about loyalty as a stimulus for giving. Earlier you said that guilt was one kind of a motivating force. How does an institution make me feel guilty so that I will give?

MCCLANAHAN: By continually reminding you that the tuition that you paid only covered about 30 per cent of your educational costs. I find that that is not a very successful way of going about fund raising, although there are a number of individuals to which that approach appeals. They do indeed feel guilty and the more guilt the institution can instill in that person, by and large, the more money or the more effective they will be in raising money. The toughest thing is to get an individual to give for the first time. If an individual has not given for five years chances are that person just won't give.

MERROW: Oh, is that right? The data shows that if within the first five years you have not started to form a habit you are lost.

MCCLANAHAN: That is true.

MERROW: Some schools, when they go out with the annual alumni fund, they will send a letter to every graduate or almost every graduate. Other schools, perhaps only reach half of their graduates. Syracuse University could be a case in point. It says it has 135,000 graduates, yet last year they only solicited from 76,000. Now what happened to all the others?

MCCLANAHAN: Well, if they don't have good records the alumni get lost. A lot of times the institution will ask its alumni whether they want to remain on the rolls. When you get into the 80,000 or 90,000-plus alumni, mailing becomes very, very expensive. And sometimes it is better to take an individual who shows no interest in giving off the rolls entirely than to continue to solicit that individual over time.

MERROW: Generally speaking, how hard is it to raise money?

MCCLANAHAN: It is not as easy as it used to be in the mid-1950's when you could do just about anything and receive money. Now it is

becoming harder and harder. There is more competition for the dollar from social welfare agencies, other educational institutions. These are economic times that are not so good. We are finding out more and more that fund raising is indeed marketing. We are selling a product.

MERROW: Now that selling a product, that is a fascinating notion. I noticed, reading the magazines that colleges put out, that they are often advertisements for companies which, in fact, specialize in fund raising. Is it possible that a college will go out and hire "Jones Incorporated" to raise the money?

MCCLANAHAN: Yes.

MERROW: What happens? How does it work?

MCCLANAHAN: Well, an institution that is undertaking a capital campaign which is the other side to an annual giving program, will generally hire what we call a fund raising consultant because these people have the expertise and the understanding of the techniques of fund raising to effectively come in and motivate individuals to give money. An institution that undertakes a campaign once every 10 or once every 15 years, just doesn't have the ability to develop in-house the kind of capability to undertake such a large campaign. So there are a number of firms in the United States today that specialize in fund raising activities.

MERROW: Now they just specialize in the occasional capital gifts campaign or do they, in fact, run the alumni fund, too.

MCCLANAHAN: Well, very few of them actually get involved in annual giving programs. Most of them specialize in capital campaigns.

MERROW: What is their cut?

MCCLANAHAN: They don't have a cut.

MERROW: Oh, come on.

MCCLANAHAN: It is highly unethical for an organization to take a certain percentage.

MERROW: Well, how does it work? Is there a fee?

MCCLANAHAN: Right, it is a flat fee. The fee is paid regardless of the success of the program.

MERROW: Wow. Now let's set up a hypothetical situation. You are a fund raiser and I am a college. I come in and I say, well, we need a new gym and we need a couple of classrooms and a dormitory. I guess we need $10,000,000 in capital fund campaign. We want to raise it in the next year. What do you say to me?

MCCLANAHAN: The first thing I would say is you need to undertake a feasibility study, you need to find out whether there is support in your community, support in your alumni and trustees to undertake that project, whether they are interested in giving that money.

MERROW: Okay. And I say, you will do the feasibility study, I assume.

MCCLANAHAN: Right.

MERROW: And that will cost me a certain fee.

MCCLANAHAN: Right.

MERROW: Okay, and suppose we decide it is feasible?

MCCLANAHAN: Then the next step is to begin the planning. Usually you

make up a budget, start hiring the staff necessary to undertake an intensive three to five year capital campaign.

MERROW: Oh, three to five years, you can't just turn this thing out overnight then.

MCCLANAHAN: No, it is much longer than that. The usual time between the first contact for solicitation and the time the gift is made is about 28 to 30 months now. If an individual is making a gift of $10,000 or more, you just don't do that overnight. Contrary to what most people think, it is just as impossible to get a million dollars as to get one dollar.

MERROW: It is much easier to get one dollar than to give a million?

MCCLANAHAN: That is right.

MERROW: This hypothetical situation we are taking about I said that my college wants to raise $10,000,000. What would it cost? What would your fee be?

MCCLANAHAN: I would rather give you a couple of examples.

MERROW: All right.

MCCLANAHAN: I think than an institution that is currently involved in a $250,000,000 campaign has budgeted $5,000,000 for that program. An institution that wants to raise $1,000,000 can probably spend in the neighborhood of $10,000. Roughly, it varies anywhere from two to ten percentof the total amount raised. Now,that is not a figure of what you would agree to pay a fund raising firm.

MERROW: Oh, so that the fund raising firm would get less. You are talking about the total cost of raising the money.

MCCLANAHAN: That is right.

MERROW: That stacks up pretty well, as opposed to some of the charities, for example, that are around everywhere, which often take as much as 50 percent of the money that they get in and say that those are the costs of raising the money. Isn't that correct?

MCCLANAHAN: Right. There is what we like to talk about as high cost money and low cost money. Annual fund giving is very expensive. It can run anywhere from 20 to 50 per cent. But that enables you to work with alumni and parents and other people and uncover what we call low cost money, the million or two million dollar gift that comes in where you may take the donor out to dinner and may spend $20 or $30 on him. At that point we are talking about such minimal sums, down in the area of one percent of the fund raising cost.

MERROW: Low cost money is the secret then. You are also trying to identify low cost money.

MCCLANAHAN: That is right.

MERROW: What are college fund raisers like as a breed? It is possible that you could conceive of them as really kind of being mercenary and contriving kind of people, always trying to figure out if maybe you do have $1,000,000 stashed away somewhere.

MCCLANAHAN: In a sense they are, but a good college fund raiser is an individual that is totally commited to his institution, that really believes that the money that he is raising is going for a good purpose. It is an individual that knows that he is a salesman, that he is not necessarily involved in closing the sale, but he does all the leg work and the background work and does everything he can to get the President of the institution

and the donor together so that the President can make the sale. In higher education we tend to look at individuals in terms of not the amount of money they can give, but how big a gift becomes significant to them. I get much more satisfaction out of encouraging an individual to give $100 when that individual may be making $12,000 or $15,000 a year, than I do to get a million dollars from an individual that clearly could give five or ten if we could really get him to do it.

MERROW: It is really hard to believe that. It is really hard to believe that, that you would get more satisfaction out of $100 gift then a $1,000,000 gift.

MCCLANAHAN: This is really true. That is why we have a number of individuals who are running annual funds.

MERROW: I went to Dartmouth College. So did Vice-President Rockefeller. Is it likely that the alumni fund is going to treat the two of us the same?

MCCLANAHAN: Probably not.

MERROW: How will they treat us differently?

MCCLANAHAN: Well, probably Rockefeller will get much more personal attention, individual attention. You may receive a printed letter. He will probably receive a typed letter from the President. He will probably receive a visit from a college professor or maybe an important government official, maybe a businessman, one of his colleagues, perhaps, at another organization asking him for a gift. You will be lucky to get a phone call from someone in the Class of '69 or something asking for a gift.

MERROW: Thank you. It was '63. I see, so that it is not that I will be mistreated. It is just that Rockefeller represents what you call low-cost money.

MCCLANAHAN: That is right.

MERROW: Or, hopefully he represents low cost money to the college. When we have talked about alumni giving, we have consistently used the masculine pronoun. Is that a mistake? I mean, do women give to the colleges too?

MCCLANAHAN: Yes, they do. Some, like Swarthmore, are very successful in getting alumnae to give. Yet, I consistently find that it is the male of the family that makes the giving decisions and by and large, the money goes to the husband's college.

MERROW: Is that changing?

MCCLANAHAN: It is changing a little bit.

MERROW: But only a little bit?

MCCLANAHAN: Only a little bit.

BLAIR: Kerry McClanahan, who's in charge of educational fund raising for the Counsel for Advancement and Support of Education, CASE.

MERROW: Wendy, do you give to your college?

BLAIR: I used to,but now that I am poor I don't anymore.

MERROW: What made you give in the past?

BLAIR: That was before I reexamined the educational goals of colleges and it was sort of a loyalty to my friends.

MERROW: How did they appeal to you?

BLAIR: By letter only and guilt, a sort of, "you can be part of than wonderful elect group, graduates." That was before I analyzed anything.

MERROW: So, Wendy, we have learned that it is guilt, loyalty and competition that supposedly makes people give, and we also learned that if you can resist giving for five years you are home free.

BLAIR: Oh, I was going to say you couldn't resist forever.

MERROW: That is exactly the point. We would like to know whether you folks out there have been giving to your alma maters -- or whatever the plural is -- and why. We would kind of like to make it a survey and we will report the results on the air. So please tell us whether you give and why or why not.

BLAIR: And tell us what methods your school or college uses to motivate you to write that check. Send a post card to Options in Education, 2025 M. (as in of money, of course) St., NW Washington, D. C. 20036. We will repeat that address at the end of the program. John?

MERROW: Voluntary gifts and a whole lot of belt tightening have enabled most private colleges and universities to keep on using black ink in their bankbooks. A new report says revenues have kept ahead of inflation, assets and net worth have grown and for the most part deficits have been corrected. There has been a minimum number of retrenchment, that is cuts in faculty, staff and programs. And average class size has, as yet, increased only slightly. Those are the highlights of a survey of private colleges and universities done by Dr. Howard Bowen, for the Association of American Colleges. However the report concludes that 25 per cent of the private colleges and universities are in shaky financial positions. They may not survive, the report says.

(MUSIC)

BLAIR: Should a community remain silent when a school system allows construction of a freeway 61 feet from a school playground? Mark Allen of station KCSN, has this report from the land of concrete and freeways, Los Angeles.

ALLYN: The FACES group, Freeway Action for Children's Environment and Safety, headed by Gee Gee Ray and Peg Foran, felt such a freeway was a threat to the health and education of the community school-children at the Renaldi Street School in Granada Hills, California. Their children also center on community standards and values. I asked them both what exactly was the problem.

RAY: The problem in our school was that a grammar school was supposed to be sandwiched between an 8-line freeway and a 4-line major boulevard. We, as a community, objected to this kind of environment for our children. We researched the reasons for the wrong and we came up with several alternatives instead.

ALLYN: First of all, what was the exact problem? Do you mean because the school was located so close to a freeway? What kind of problems did this cause to the school-children themselves?

RAY: The problems it would have caused to the school-children was mostly environmental and therefore health hazardous.

ALLYN: After you collected all of your data and you presented it to the School Board, what did they say?

FORAN: Well, they were indifferent because there were 67 other schools in the Los Angeles City school district that were adjacent to freeways. And we were determined that we were not going to be mistake number

sixty-eight; but rather solution number one, and set the precedent that we have to begin somewhere as far as rectifying the problems of schools next to freeways. That is to say that there should never be any schools this close to any future freeways.

RAY: We contacted the majority of those schools that had an active opposition to their environment. We studied and researched their records and how they went about fighting it and why they lost, why nobody did anything about them.

ALLYN: Why did they lose?

RAY: Because either the parents who really were interested moved away or because they were intimidated by officials as there is nothing they could do. Some of these schools were in minority areas. We researched all their records, such as, where did they run into a dead end, who did not support their fight, who just pacified them, and so on. And then we zeroed in on the strong points. All right, this didn't work, so we might as well not waste our time and effort down that alley; we go try another alley. The people in the community felt we would like to do something about it, but how can you beat the system?

FORAN: You can't fight city hall, in other words.

RAY: "You can't fight city hall" was the slogan. We said, "All right, if you back us we are willing to take on city hall." They said, "All right, more power to it." They have even said, as far as me being a foreigner, somebody said, "Hasn't anybody told her you can't fight city hall?" The answer was, "Don't tell her; she didn't grow up here."

Maybe ignorance was our bliss in the beginning because possibly had we known that two years of constant tackle were ahead of us we might have been discouraged. But we just kept hanging in there. We were moral support to each other. And when we didn't go away, when we kept persisting, we sat in front of offices. When the officials did not give us appointments, we sat in front of their offices until they had to come there -- and nailed them down. We wore the same kind of clothing so that they knew at every time who we were. There was no doubt about it-- we were the Renaldi parents. This was only through persistence and hanging in there that they finally realized, all right, they don't go away so maybe we better start listening. That is where the second phase started, where we interpreted and laid out all our findings to the officials and then came up with our suggestion of alternatives

ALLYN: To your knowledge, is this the first time that a community group of parents has had an active part in the moving of a school due to environmental impact?

FORAN: Yes, it has never been done before. It will set a precedent and it will have national impact, I feel sure, and it is about time because I am certain that the builders of freeways throughout the nation have never given any thought to "Are we too close to a school? Are we too close to any public facility?" For instance, we are mandated by law to send our children to school, to a public school. We had no other choice. And we were not willing to send our children to an environmentally, to a facility, to a public facility that was unhealthy environmentally. So we decided to take the bull by the horns, with the media's help, and just moved the school up the street away from all these environmental ---

ALLYN: As a precedent, now you said the school is now being moved -- it will be moved and rebuilt at a place that is a distance from the freeways.

FORAN: It is not going to be rebuilt. The buildings are actually going to be rolled up the street to the new site away from the freeway.

ALLYN: What type of precedent do you think this type of committee, the committee which was called ---

FORAN: FACES, Freeway Action for Children's Environment and Safety.

ALLYN: The FACES Committee, what type of impact will this have on other aspects of parental control and influence with the Los Angeles City School Board as well as other school districts throughout the country?

RAY: Well, I feel that at the beginning the school board gave us the feeling as if we were too defensive toward them, trying to tell them how to run their business. We kept trying to point out over and over again, "We are not trying to fight you; we are trying to help you in your efforts in the education and well-being of our children. Give them a healthy environment and they can learn, give them an unconditioned environment, so to speak, and half of the education is down the drain."

ALLYN: In your opinions, do you feel the L. A. City School Board has lost a resource that they have not used or will start using a resource -- parents?

FORAN: I think they are beginning to find out now, especially with inflation, that people who are apying taxes to support public facilities, schools, that they want to get their money's worth? I think that there is a cry all over the country that people who pay the taxes to support the government, they want something in return. They want something much better than what they have had. So I think they are going to listen. They will have to listen.

ALLYN: Over $1 million were to be spent one way or another, leave the school or move it away from the freeway, buildings and all. The argument was and still is: Should the public have an opportunity to voice their opinion about spending public monies in the interest of the public where it does the most good? In Los Angeles, I am Mark Allyn for National Public Radio.

MERROW: And that is "Parent Power", West Coast style. Parents can be powerful allies of a troubled school system, whether the trouble is a misplaced freeway or the more complex environment created by school desegregation. David Freudberg of Station WGBH in Boston reports on what happens when a school suddenly looses almost 25 percent of its teachers.

FREUDBERG: With 53 faculty members serving ten times that number of students, the Martin Luther King Middle School, located in the predominantly Black community of Dorchester, prides itself on a low teacher-pupil ratio and the individualized instruction that makes possible. It approved by Federal Judge Arthur Garrity, who is overseeing the schools during court-ordered integration, 12 teachers picked on the basis of least seniority would leave the staff. The School Department calls the proposal "consolidation." But parents and faculty fear cutbacks would undermine the inter-racial strides such as a modified open classroom achieved this fall. Wilella Brown, the principal, worries that tightening the belt would compromise the innovative academic program that lured parents to send their children to her school.

BROWN: Every child that we have here now is here because his parents elected to have him come. And we have beefed up our program so that we are offering more services, less students per class, and we are sort of able to individualize the teaching concept. For those teachers who have enjoyed, I think perhaps for the first time in their teaching careers, having small classes and being able to produce work as they had planned or had dreamed, this is going to be demoralizing. Because the quality of work on both parts, both the instructor and the students, would be minimized.

FREUDBERG: The King School has been the victim of some bureaucratic snafus and now this proposal threatens to reduce your staff considerably. Do you feel as if you are hemmed in, as if the walls are closing in on you?

BROWN: Well, to paraphrase an expression, I would think that staff consolidation would be the unkindest cut of all. We have suffered many such cuts.

FREUDBERG: Have you talked with fellow principals at public schools here in Boston? What are their feelings on these cutbacks?

BROWN: We have mutual concerns. Without exception, each headmaster, each principal, is very possessive about his own program. So I am not on an island. We share. The only feature about the proposed staff cutbacks that gives me any consolation at all would be that I am not the one who will pull the hangman's noose, so to speak. I would be heartbroken if I had to make the decision as to which of the staff, of the 53 members, to cull 12 people and say, "You are the ones to go." Fortunately, that will be done through the central office on the basis of seniority.

FREUDBERG: As principal, Wilella Brown has taken a low-key role in persuading school officials to reconsider the potential staff cuts. But for teachers themselves jobs are on the line. With support from the principal's office, faculty members brought their concerns to the attention of parents. Kim Marshall, president of the Faculty Senate, believes that School Superintendent, Marion Fayhey, has jeopardized the quality of education for his 6th graders.

MARSHALL: I might go myself, which is a nervous-making thought, since I put an enormous personal investment into creating a working classroom over the last six years. I think it will severely affect the morale of the other teachers who are left behind. I think it will also drain the school of its innovative, a lot of its innovative talents,and leave us with a much more conservative faculty.

FREUDBERG: Do the students know of the impending cuts and what are their feelings?

MARSHALL: They do know because we have involved them in the process. Several classrooms have sent letters to Garrity, to the School Committee people, to Marion Fayhey, and so forth. They have been extremely concerned because in our letter to the parents we named the names of teachers who were on the chopping block and a lot of the kids read the letters with their parents when they arrived at their houses and they know that in many cases their teachers are the ones who are going and in many cases these are very popular teachers. So the kids are concerned and they are as involved as they can be. At this point we are all sweating it out together.

FREUDBERG: Do you think seniority is a fair means of making the cut?

MARSHALL: Absolutely not. No, I am in favor of some kind of accountability more related to one's performance in the classroom.

FREUDBERG: Here at the Martin Luther King School, the parents and the faculty have banded together to oppose these cutbacks. How did that come about?

MARSHALL: Well, I think we just made an open appeal to the parents. We wrote a two-page letter to them. In fact, we sent it, composed it. It was okayed by the rest of the staff. They responded magnificently. They proceeded to call a meeting and invited school officials up. Also, they invited Garrity, who did not come. They made themselves felt. At that meeting I didn't have to say a word. I supposedly am a spokesman for the faculty. I didn't have to say anything because the parents carried the ball so well.

FREUDBERG: Kim Marshall, Faculty Senate President at the Martin Luther King Middle School. Stephanie Findley attends his 6th grade class and she forsees chaos if the teacher cutbacks occur and the number of pupils per class increases.

FINDLEY, JR.: There will be more fights, more things like everybody will be fighting and pushing and shoving and, you know, talking about where they want to sit with everybody. It will be just not like a good room like Mr. Marshall has.

FREUDBERG: Sixth grader, Stephanie Findley. Her mother, Ellie is an activist parent, working closely with the school's biracial council, which was established to foster biracial harmony under desegregation. Other parents resent possible budget cuts, but with no guarantee that their voices will be heard.

FINDLEY, SR.: If you would talk to any member of the biracial council, you would find that all of us have been community organizing around either education, around fields of education, daycare, health, and community politics.

FREUDBERG: How can parents, a community as a whole, exert pressure in order to prevent the cutbacks?

FINDLEY, SR.: I wish we knew, then we would not be sitting here asking the teachers every week, you know, "Have you heard anything?" or calling each other up on the phone trying to find out what has been going on. We could have sat back, be apathetic, lost 12 darn-good teachers, seen the King School become just another school.

FREUDBERG: Parent Ellie Findley, who has attempted to rally opposition to proposed cutbacks at the Martin Luther King Middle School, a site of relatively smooth integration with pride in its academic offering. For National Public Radio, this is David Freudberg in Boston.

(MUSIC)

BLAIR: That is incomprehensible nonsense and so is this.

PAGE: Corrective feedback? Telling a student he is dumb or smart.

BLAIR: Ernie Page is an English teacher and a member of the Committee on Public "Doublespeak" of the National Council of Teachers of English. What is doublespeak? Listen in on Ernie Page's conversation with reporter Ken Kramer of Station KPBS in San Diego.

KRAMER: What in the world is public doublespeak?

PAGE: Well, the word itself, Ken, comes from George Orwell's "1984" -- that is minus nine years. It is a combination word, a portmanteau word of double think and new speak. Really, what is is is deliberate misuse of our language for a person's or a group's individual ends.

KRAMER: You suggest that the English language, by its very nature, is ambiguous. What do you mean by that?

PAGE: Well, if I were to give you a couple of sentences, "Ship sails today" or "Flying planes can be dangerous" -- now both of those sound strings have at least two distinct and different meanings.

KRAMER: Depending on how you interpret it.

PAGE: Exactly. But the sounds are exactly the same, but convey two different, distinct meanings.

KRAMER: Is that a unique characteristic of the English language?

PAGE: All languages have that innate ambiguity built in with it, however, English tends to be a little more vague, a little slipperier. You know, when we talk about words like "Communist" or "democracies" or

'national defense" or "national security". Now, that is one platform, Ken, right? We have the innate ambiguity of the English language. Now, superimposed upon us are those who use it and misuse the language in a witting and deliberate fashion.

KRAMER: Example?

PAGE: Oh, God, thousands. Where do we begin? The one that is interesting to me, and we assume it and accept it: How much rest do we get in a restroom, Ken? H. L. Mencken and a couple of others who followed in his footsteps, super-cynics, Jessica Midfort in "The American Way of Death," Evelyn Waugh in "The Loved Ones," and this whole death industry, grief therapy. For example, a casket -- baloney, it's a coffin; mortician -- he is an undertaker. How about "sanitary engineer"? He is a garbage man; tonsorial artist -- a barber. We can go on. For example, around a school we have elevated the janitor to the role of "custodian". A library is no longer a library. It is called a "learning resource center".

KRAMER: In what ways is this really insidious? I gather that is your suggestion.

PAGE: Uh-huh, well, in many ways. The obvious one to me would be why can't we decide on words that really mean what our ideas are. When people like the military, for example, or like Watergate, a veritible watershed -- that is doublespeak, excuse me -- I am just loaded with a heck of a lot of examples of doublespeak. The word "inappropriate" was used. That translates as "against the law". If it is entry, "burglary". Intelligence gathering, Ken, that is "bugging". No one said anything, it was "indicated". Inoperative. "Go forward" is interesting to me because it is a little more subtle. When President Nixon would say to Donald Segretti or to John Dean, "Go forward with this" it had such tremendous weight within that little club.

KRAMER: I wonder if this is the result of our becoming a society of people who are perhaps more concerned with tact than accuracy or what is the cause of this? If the two of us were evaluating a potential employee of this radio station we might say, "Well, he seems to me to be rather less sensitive than perhaps another person applying for the job" or "He is guilty of perhaps linear thinking" as opposed to"narrow-mindedness." I don't know what examples you could cite, I am sure many more than myself. But I guess there is a certain hesitancy on all of our parts to come right out and be so blunt as to say "That person just doesn't cut it."

PAGE: Ken, we have to be concerned with dominant intent. Now that is kind of mystical. What is the person trying to say? If we can address our energies to that kind of belief, "Hey, what am I really trying to say?" -- and say it. But here agencies, for example ---

KRAMER: And yet you used the words "dominant intent".

PAGE: Yes. It is doublespeak. As a matter of fact, it is. Because we educators are notorious for our "educationese" or for our misuse of the language, too. For example, just yesterday I received a ballot for the doublespeak awards from Terrance Moran.

KRAMER: Hold on a minute. The doublespeak awards?

PAGE: Yes. Well, there are two awards; one is serious and one maybe not so serious.

KRAMER: And these are presented by the National Council of Teachers of English?

PAGE: Yes, sanctioned by, authorized by the National Council of Teachers of English via their Committee on Public Doublespeak. The Orwellian award,which is a serious kind of award to a person who has done, who has expended energies in trying to combat the semantic distortion. The other award has a little more of a dubious distinction. It is the doublespeak award for 1975. May I read it?

KRAMER: Yes. It would be most interesting.

PAGE: The dubious distinction we might liken this to is, what, the Fickle Finger of Fate Award.

KRAMER: I've got it. I've got the picture.

PAGE: You remember Rowan and Martin?

KRAMER: I do well, yes.

PAGE: Okay. This is cited, by the way, in The New York Times as of February 14, 1975.

KRAMER: This is a statement, a good example of doublespeak?

PAGE: Yes, it is. But like any examples, it has a plethora of meaning. This is Mr. Harry Volwinder,president of the Springdale Golf Club in Prince Town, New Jersey, in explanation of why a Black was rejected from membership. Mr. Volwinder said, "We didn't turn him down; we didn't accept him." That's the kind of stuff. And here's maybe another example: This is Yasir Arafat, leader of the Palestinian Liberation Organization,and this was cited in Newsweek September 5 of this year. Question to Mr. Arafat: "The Israelis say this means you want to destroy their state over the long term instead of the short term." His response: "They are wrong. We do not want to destroy any people. It is precisely because we have been advocating co-existence that we have shed so much blood." Okay, that whole Middle East thing is very serious, but nonetheless that's the kind of doublespeak, double think that is so dangerous.

KRAMER: Do you find it to a particularly noteworthy degree in advertising? I don't know, I'm seeing automobiles advertised now as being "mid-range,family,substantial, economy, long-mileage". Where the heck is that car, if you know what I mean?

PAGE: God, Ken, it's almost insulting to watch, to turn on the tube and listen to the Chevrolet Corporation come across with "It's about time, its..." Awfully insulting. Or, for example, Ford Corporation sent out a memorandum to its dealers calling back, I think, their Pintos or Mavericks or something. I forgot exactly. But anyway, they said something to this degree: "Continued driving with a failed bearing could result in disengagement of the axle shaft and adversely affect vehicle control." Ken, do you know what that means translated? If you continue driving this car you can get killed.

KRAMER: Dr. Ernie Page, crusader for semantic simplicity and member of the Committee on Public Doublespeak of the National Council of Teachers of English. For Options in Education, this is Ken Kramer in San Diego.

(MUSIC)

MERROW: Every week on Options in Education we send a reporter off to learn to do something we have always wanted to know how to do but were afraid to ask.

BLAIR: I am not afraid and I have always wanted to do this. Since it is the holiday season, this week we sent reporter Connie Goldman off to school to learn how to tend bar. Her teacher was Tito Crespo of the Crespo International School of Bartending in Washington.

GOLDMAN: What do you have to know to become a bartender?

CRESPO: Well, here's the story. This is my personal opinion. In the first place, you know, you learn to meet different types of people, different characters. You have to have this type of character to understand everybody. You can advise them or you can talk to them nicely and things like that and make them feel at home anyhow, and besides that, you have a couple of nice drinks and they go home happy anyhow and forget part of his troubles.

GOLDMAN: Now what skill do you have to have besides knowing how to get along with people? What about mixing up all those millions of drinks?

CRESPO: No problem whatsoever if you have a good system. We have the best system in the world right here. With two pages you can make hundreds of drinks, only with two pages anyhow, because we have a type of sketch. I'll give you a fast example. You draw a square. In the square it says "lemon juice and grenadine." Next to the square it says, "plus rum, Bicardi, plus applejack, Jack Rose, plus Southern Comfort, Scarlet O'Hara." In other words, all these three drinks have the same ingredients. It is very simple.

And you practice. You practice and practice. Because anybody can be a good mixologist, anybody. All it requires is that every day you practice what you are going to do. Now, of course, we go step by step. We take the easy drinks first and we go over and over and over. And every three lessons we have a written test. So, in other words, you don't have to be a genius or nothing, nothing whatsoever, but practice, that's all.

GOLDMAN: You used the word "mixologist". I used the word "bartender". What's the difference?

CRESPO: Well, there is a difference. A bartender is a guy that draws beer and serves scotch and soda or ginger ale. But a mixologist can mix a thousand drinks, especially Polynesian, South American, summer, winter, all types. That is what I call a mixologist.

GOLDMAN: How long do you have to study to be a good mixologist?

CRESPO: Well, it all depends. Some people are apt to learn very fast. Others are slow learners, but within three weeks in daytime and five weeks in nighttime you become a really good one.

GOLDMAN: What age people want to learn this skill, usually?

CRESPO: Oh, all types, all ages, all professions. In this school I have doctors, lawyers, dentists, morticians, two Catholic priests, all types, all ages.

GOLDMAN: What about women? Do women want to learn this skill?

CRESPO: Oh, and ladies, I have lady bartenders. Right now I have 25 percent who are ladies and they are very good, too.

GOLDMAN: How much can you earn as a good mixologist?

CRESPO: Well, it all depends on how good you are and where you work. You can make up to $400 a week if you find the right type of place, that is tips and salary.

GOLDMAN: Do people usually get better jobs when they go to a bartending school rather than learning it just picking it up from watching?

CRESPO: Well, I'll tell you my personal opinion. I started from scratch myself, washing the floor, washing dishes and carrying ice. I think you learn, in other words, you become more proficient if you come to a bartender school. You learn a lot. There are certain things you don't learn outside in some other places because when you go to work sometimes the bartender may be jealous of you; they are afraid that you take their jobs and they don't treat you the right way. In here we show voice, cleanliness, all of the things which are very important.

GOLDMAN: How much does it cost to get a diploma from your bartender school?

CRESPO: Two hundred seventy dollars. It is a full cost. It is a complete bar management course which includes everything to become a real good bar manager. Mixology, inventories, checking, cashiering, statement of profit and loss, poise, posture.

GOLDMAN: All you have to have to get into it is a willingness to learn and being able to get along with people.

CRESPO: And not only that, too, because I have all kinds of people, too. You have to study a little bit at home. Some people don't study. Study at home. Because this is a course where you have to study at home. In any kind of profession if you don't study you are going to fail. So you study a little bit at home and you practice a lot here and become one of the best in the world.

GOLDMAN: A little homework at home and a little practice here and you are in?

CRESPO: Absolutely, absolutely.

(MUSIC) A happy new year everybody, a very happy new year.

BLAIR: And that is the story of how Connie Goldman learned that there is a lot more to tending bar than mixing drinks. She's at home studying right now.

MERROW: "Learning To" is a regular feature of Options in Education.

BLAIR: Next week I learn how to be assertive.

MERROW: We also have a detailed report on a conference that I covered on violence in the schools. If you would like a transcript of this edition of Options in Education, send 25 cents to us at 2025 M (as in merchandising) Street, North West, Washington, D. C. 20036. A cassette is available for $4.

Don't forget to send that postcard about alumni giving. We would like to know whether you have given to your college, why or why not, and what techniques your alma mater uses to persuade you to give. We will report on the results later.

BLAIR: That address again: Options in Education, 2025 M (as in mistletoe) Street, North West, Washington, D. C. 20035. How here's David Ensor with the Education News Highlights.

END

RESOURCE LIST

1. Copies of the Bowen Report on Private Colleges and Universities are available from the Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009, at no cost.

2. The Survey of Voluntary Support of Education costs $7.00 from the Council for Financial Aid to Education, 680 Fifth Avenue, New York, New York 10019